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ABSTRACT

Developed by a Pennsylvania school district for grades one through six, this guide is one of two documents outlining an English program and emphasizes punctuation, parts of speech, and grammar. For each grade level and topic the guide lists the program objectives, instructional objectives, competencies, teaching activities, and required learning materials. (AEA)

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BUCKS COUNTY PROJECT 81 CONSORTIUM
COMPETENCY-BASED CURRICULUM PROJECTS

CURRICULUM GUIDE

TRADITIONAL ENGLISH PROGRAM

NEW HOPE-SOLEBURY SCHOOL DISTRICT

GRADES 1-6

U.S. DEPARTMENT OF HEALTH
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BUCKS COUNTY I.U. #22 PROJECT 81 CONSORTIUM

PILOT CURRICULUM PROJECT

A CURRICULUM GUIDE

FOR

TRADITIONAL ENGLISH PROGRAM

Grades 1-6

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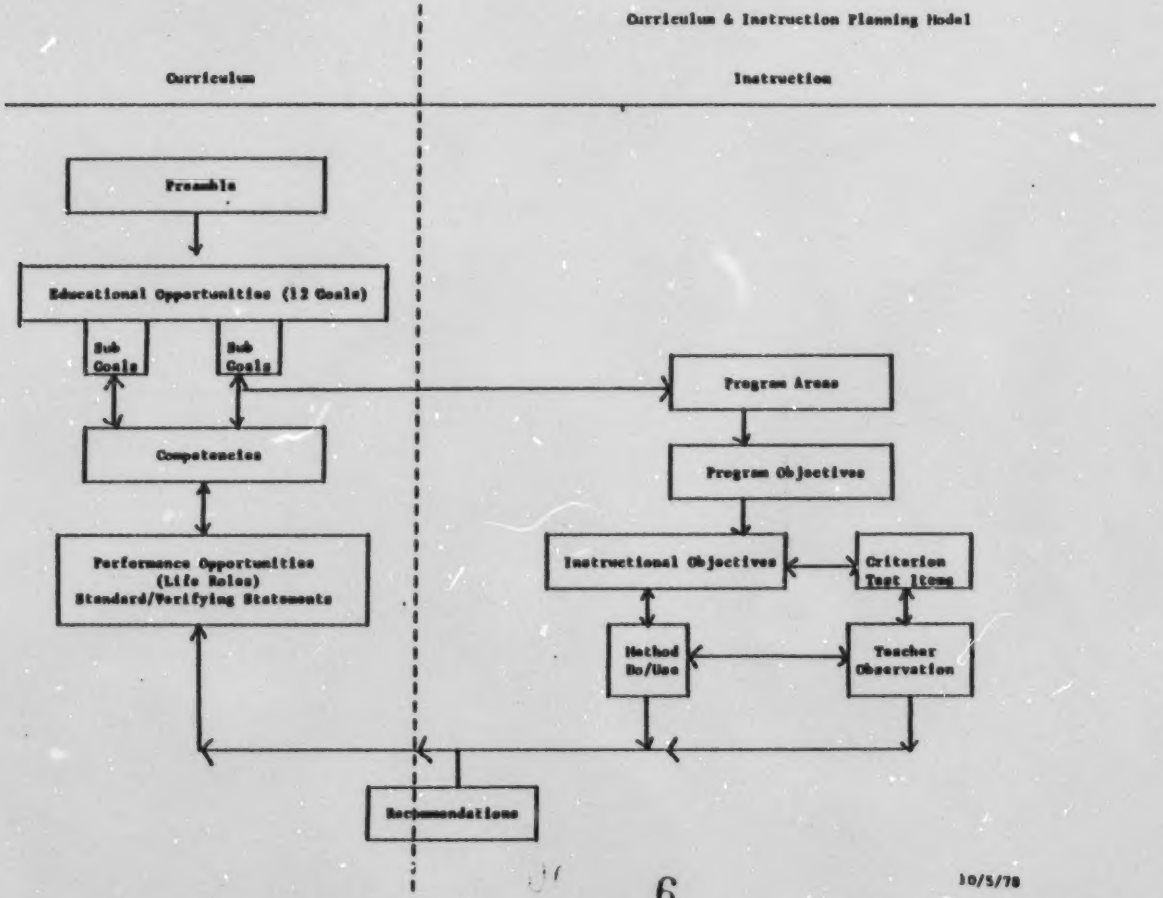
HOW TO USE GUIDE

Description of Model - The Bucks County Intermediate Unit #22 Project 81 Consortium Curriculum and Instruction Planning Model was developed by the members of the Project 81 Professional Task Force in the Fall, 1978, and field-tested in more than twenty curriculum projects to establish its utility and validity. The model is shown graphically below.

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM



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The model separates the curriculum development process into two major components. The first focuses on the establishment or statement of a curricular design (the left side of the model), while the second is primarily concerned with those activities which center on instruction. The arrows are used to indicate that each element of the model is inter-dependent with the others, and that a change in any part of the system will require the review and potential revision of the other elements.

In order to provide further clarification, the components are defined as follows:

A. Curriculum Component

1. Preamble: An overall mission statement for the purpose of focusing consortium curriculu activities.

2. Educational Opportunities: The Twelve Goals of Quality Education for the State of Pennsylvania.

3. Sub-Goal: Consortium developed statements which are intended to provide a further clarification of the intent of the curriculum program.

4. Competencies: A statement which describes the application of knowledge, skill, or attitude to a life-role situation.

5. Performance Opportunities: The description of a systematic method for providing the learner an "opportunity" to demonstrate their competency in this program area.

B. Instruction Component

1. Program Areas: Name of a program as identified by consortium districts (e.g. language arts, mathematics, science, social studies, etc.)

2. Program Objectives: Analogous to the sub-goals stated in the curriculum component.

3. Instructional Objectives: Detailed purpose of the lesson in the classroom setting.

4. Method:

   a. Do: Activities to be done by teachers and/or students.

   b. Use: Materials, supplies or equipment needed to complete the activities.

5. Criterion Test Items: Method used to assess student performance.

6. Teacher Observations: Professional judgments about the affective impact of the unit on the learner.

7. Recommendations: Formative evaluation of the elements in the Curriculum and Instruction components.

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

Title: TRADITIONAL ENGLISH PROGRAM School District: NEW HOPE-SOLEBURY

PREAMBLE: The Bucks County Intermediate Unit #22 Project 81 process should help every student acquire and apply, to the fullest extent possible, those areas of knowledge, skill and attitude which were identified as necessary for graduates of Pennsylvania's high schools.

EDUCATIONAL OPPORTUNITIES: COMMUNICATION SKILLS
Quality education should help every student acquire communication skills of understanding, speaking, reading and writing.

SUB-GOALS: ENGLISH/COMMUNICATION

To understand and utilize language mechanics, grammatical skills, and patterns in order to write the English language effectively.

Included will be a demonstrated mastery of spelling, of dictionary usage and word study skills for vocabulary enrichment, of letter writing, of filling out miscellaneous forms, and of descriptive and creative writing.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

PERFORMANCE OPPORTUNITIES: (to be developed)

OUTLINE OF CONTENTS

Grades 1-6

I. Traditional English Program

A. Punctuation

B. Parts of Speech

C. Grammar

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Interrogative

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: The child will write at least two interrogative sentences and a simple sentence to answer. The sentence must include a question mark.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Introduce the symbol ? through a puppetshow, filmstrip and punctuation cards.	1. Teacher made puppets and film show
Follow with transparency presentation using sentences with and without ? Let the children decide whether ? belongs or not.	2. Teacher made transparencies
Have the children do a cartoon in two parts - 1 - question, 2 - answer	3. Paper and pencil
Have the children write a short story. The story must have at least two interrogative sentences with?	4. Paper and pencil

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Statements

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: The child will write at least two statements. The statements must include a period at the end.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	**USE**
1. Do a puppet show. Stress all statements with a punctuation card (.) with a period on it.	1. Puppets, teacher made punctuation cards
2. Have the children make sentences from vocabulary cards adding the period card.	2. Teacher made word and punctuation cards
3. Have the children write at least two statements including the period.	3. Pencil and paper

BUCKS COUNTY INTERMEDIATE UNIT #22
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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Exclamatory sentences

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Each child must write at least two exclamatory sentences including exclamation points.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Introduce with a filmstrip featuring exclamatory sentences like Wow!, Oh, No!, etc.	1. Teacher made filmstrip
2. Show transparencies, reading sentences both as statements and as exclamatory sentences. Have the children decide which is better.	2. Teacher made transparencies
3. Children can build exclamatory sentences with word and punctuation cards.	3. Teacher made word and punctuation cards
4. Play game - When the player lands on an exclamation point he/she must give an exclamatory sentence.	4. Teacher made gameboard
5. The children will make books using all exclamatory sentences.	5. Paper, pencils and crayons

BUCKS COUNTY INTERMEDIATE UNIT #22
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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Quotations

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Each child must be able to recognize quotation marks in printed reading material. Given a selection including quotations, the child must read only the quotation. (Example - "Read what Tom said.)

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Discuss quotations in reading material.	1. Readers
Do writing lessons using quotations	2. Blackboard, paper, pencil
Have children read quotations. (Example - Read what Mary said. What did Dad say?)	3. Readers

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Each child must state that a capital letter is used for proper names, Mr., Mrs., Miss, the first letter in a sentence and in book titles because they are special.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
When teaching children to write his/her name, stress capital because he/she is special.	1. Paper, pencil, blackboard
Notice capitals in Mr., Mrs., Miss, beginning sentence and in book titles. Stress that this is because they are special.	2. Reading material, library
Have children correct teacher capitalization errors in board work. Be sure each child states that the capital is needed because it's special.	3. Blackboard

BUCKS COUNTY INTERMEDIATE UNIT #22
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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Comma

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Each child must show recognition of the comma, by pausing during a reading selection when the child comes to a comma.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Do writing lesson including comma. Stress importance of pausing by reading both with and without comma. Let the children decide which is best. During reading selections have children pause at commas.	1. Blackboard, paper, pencil 2. Reading material

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PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Verbs

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: The child will identify verbs as action words by marking them in a given selection with an A.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Show film - Verbs - Words of Action	1. Commercial film
2. Introduce the term verb, but stress action words.	2. Use writing lesson - blackboard, paper, pencil
3. Do a writing lesson, reviewing action words. Have the children put a red A on all action words.	3. Blackboard, paper, pencil, red crayon
4. Give the children a ditto sheet. Have them makr all action words with a red A.	4. Teacher made ditto master, red crayon
5. Complete workbook pages on verbs.	5. Harper-Row reading system

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PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Pronoun - it

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Each child will read a sentence including the pronoun "it". The child must tell what it refers to. (Example - The ball rolled away. Bill got it.) The child must then picture what "it" refers to.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Introduce the word "it"	1. Teacher made card
Use "it" in a writing lesson. Have the children tell what it refers to. (Example - The bone fell down. The dog got it.)	2. Blackboard, paper, pencil
Give a reading selection. Have children tell you what "it" refers to.	3. Teacher made reading selection
Give children a ditto master with three sentence groups including "it". Have the children picture what "it" refers to.	4. Teacher made ditto and pencil.

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PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Nouns

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Given a list of four sentences, the child must identify the nouns in each sentence by writing a N for naming words over the noun.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Show commercial film Nouns, Nouns, Nouns	1. Commercial film
2. Have a group of items on a table. Have the children name each. Stress that the names of things are nouns.	2. Assorted objects
3. Let the children take an object and give a sentence about it. Stress the naming word.	3. Objects
4. Use a writing lesson to stress naming words. Have the children mark all naming words with an N.	4. Blackboard, paper, pencil
5. Give each child a ditto master with four sentences. Have each child mark nouns with a red N.	5. Teacher made ditto master, red crayon

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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Possessive Nouns

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Given a list of four sentences, the child will be able to re-write each sentence using a possessive noun using correct form for possession. (Ben's)
Example: This pen belongs to Ben. This pen is Ben's.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Do writing lesson stressing possessive form. Do in groupings of 2. (Example: That gift is for Mary. That gift is Mary's.	1. Blackboard, paper and pencil
Use reading selections to re-word sentences to use the possessive form.	2. Reading materials
Give each child a ditto master with four sentences. Have each child re-write the sentences using the possessive form.	3. Teacher made ditto master

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PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Determiners - a, an

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Given a list of four sentences, each child must fill in the blank with the best word, a or an.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Do a writing lesson using determiners a and an. Underline them. Read out loud substituting a and an. Have the children tell you which sounds best. Prepare ditto master with four sentences. Leave a blank where the determiner belongs. Have children fill in the best word.	1. Blackboard, paper, pencil 2. Teacher made ditto and pencils.

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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Alphabetizing

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of 10 words, all with different beginning letters, each child will place the words in alphabetical order using the first letter as a guide.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Alphabet Bingo	Teacher made ditto masters
Alphabet dot to dot	Published ditto masters
ABC songs	Bingo game
Puppet activities	Teacher made and purchased puppets
Card games	Blackboard
	Flash cards

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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Plural Form

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Having presented and developed the use of the plural form through the reading vocabulary, each child will match the proper singular or plural form of given words with pictures.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Match word cards with objects (Example: can, cans, toy, toys) Teach word and its plural form together Group games (Example: Give me a sentence using the words can and cans.)	Objects and identification cards Harper Row Reading workbooks Commercial games

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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Plural Forms

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: The child must write at least 3 sentences using plural forms of given words.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Verbal games using singular and plural forms	Commercial sentence building games
Puppet games using singular and plural forms	Teacher made word cards
Card games making sentences from word cards	Puppets - student made or commercial

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Grammar **TOPIC** (Unit) Past Tense

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of statements using the irregular past tense of given words (come, came), the child will identify these statements which use the present tense with a "N" (now) and those which use the past tense with a "B" (before now).

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Introduce lotto game showing now and before now pictures. Have children group them. (dog eating bone, boy walking to dog with bone)	1. Lotto game - teacher made
Instruct children to write sentences using come, came. Illustrate as cartoons.	2. Paper and pencils
Pre and post tests as covered in objective.	3. Teacher made ditto masters

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PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Grammar **TOPIC** (Unit) Compound Sentence

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Having introduced the compound sentence using the contractions and or but, each child must write one compound sentence using these contractions.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Use sentence strips and conjunction cards to build and take apart compound sentences. 2. Each child must write his/her own compound sentence and illustrate.	1. Teacher made sentence strips and conjunction card cues. Example: The boy ran but he missed the bus. 2. Paper, pencil, crayons

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PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Grammar **TOPIC** (Unit) Compound Sentences

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of four compound sentences, each child will re-write the sentences as two separate sentences.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Use sentence strips to take compound sentences. Play as a game. Write two compound sentences on board. Have children tell you what the two sentences are, then have them write the simple sentences.	1. Teacher made sentence strips. 2. Blackboard, paper, pencil

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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Sentence Structure

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given an unfinished sentence the child must finish the thought verbally.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Puppets will begin a thought allowing the children to finish the thought. Example: I went _____)	1. Puppets

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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Paragraphing

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a reading selection containing at least three paragraphs, the child will identify each paragraph by drawing a box around each.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Use reading selections to introduce paragraphing. Have children read one paragraph and stop. Do ditto of a reading selection. Have children draw a box around each paragraph.	1. Reading books used in class. 2. Teacher made ditto sheets

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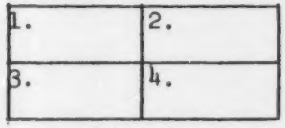
PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Story Writing

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Having listened to stories, played sequence games, and participated in other activities designed to develop a sense of beginning, middle and end, the child will write a short story, 5-7 sentences. The story must include a beginning, middle and end.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	**USE**
1. Read stories	1. Assorted books
2. Tell stories, leaving out beginning, middle or end	2. Teacher and puppets
3. Use sequence cards to joing beginning, middle and end.	3. Commercial or teacher made sequence cards
4. Have children picture a story in cartoon form.  	4. Paper and pencils - commercial cartoons or books as samples.
5. Have children illustrate an put sentences in cartoon form.	5. Paper and pencil
6. Have children write their own stories.	6. Paper and pencil. Teacher made bound books

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PROGRAM AREA Basic English GRADE LEVEL 1 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Sentence Structure

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of sentences with confused word order (go I can.), each child will correct the sentences using proper word order.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Play verbal games using confused directions. (Ball the get.)	1. Teacher, puppets
Worksheets used to allow children to correct word order,	2. Teacher made ditto masters
Use workbook pages to reinforce skill.	3. Harper-Row Reading system

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PROGRAM AREA Basic English **GRADE LEVEL** 1 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Grammar **TOPIC** Contractions
(Unit)

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of six basic contractions, (can't, I'd, I've, I'll, you'd, don't) and the equivalent two-word form, the child will match correct pairs.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Introduce contraction in reading selections	1. Harper-Row Reading system
Match cards with two-word form and contraction.	2. Teacher made cards
Workbook pages to build on concept	3. Harper-Row Reading system
Test with ditto sheet	4. Teacher made ditto master

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization of first word in sentence

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES:

Given a series of ten pictures, the student will write a short sentence for each one beginning with a capital letter. The student should achieve 80% accuracy.

COMPETENCIES:

To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Provide (on the board or on paper or on a transparency) a paragraph or two from a favorite class story. Have the children locate and underline each capital letter they see. Discuss why they are capitals. Provide sentences or a short paragraph on the board without capital letters. Have the children recopy it, changing letters to capitals where needed. Generate original sentences in response to a particular picture. List these sentences for the class to read and examine. Discuss the things that are the same about the sentences, stressing first letter capitalization. Provide several sentences whose first word is missing. Have the children choose a word that would make sense from a designated list and write it in the blank. Stress that the words should begin with capital letters.	Teacher-made worksheets Pictures Transparencies Overhead projector

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization and punctuation of titles and names

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES:

Having introduced the meaning and formation of name titles (Mr., Mrs., Miss, Ms., Dr.), the pupil will capitalize and punctuate titles and names correctly.

COMPETENCIES:

To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Have a title day, where the children address each other by using an appropriate title before their last name. 2. Provide a worksheet with mailboxes bearing the owner's title and name. List the titles and names below the mailboxes incorrectly capitalized and punctuated. Have the students re-write these titles and names as they should look. 3. Provide practice in naming various school personnel by their title and last names. For homework, have the children list various people by their titles (for example: their doctor, dentist, next door neighbors, grandparents, paper boy, parents, bus driver).	Teacher-made worksheets Save mail envelopes to examine titles.

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalizing the title of a story or book.

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES:

Given that the first, last, and every important word in a title are capitalized, the student will be able to create titles in response to pictures and write these titles correctly.

COMPETENCIES:

To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Discuss how a title tells you a little about a book and can make you interested in a book. Read various titles of books and ask the children to guess what they may be about. Tell a short story and ask what a good title might be. Write these suggestions on the board, reinforcing capitalization rules. Provide a worksheet containing various pictures of story titles. Have the children match a title to a picture and write it correctly beneath each picture. Have the children make a list of their favorite stories. Have them also list favorite books of their parents and other family members. Provide interesting pictures. Ha ve the children each create a title appropriate to the picture and write it on a strip to be displayed with the picture.	Teacher-made worksheets Pictures Paper strips

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization of the word I

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES:

Having developed that the word I is always written as a capital letter, the student will capitalize the word I in a given group of sentences with 80% accuracy.

COMPETENCIES:

To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Write a series of sentences on the board. Have the children recopy them, capitalizing the "I" in each. Stress that the "I" is capitalized wherever it may appear in the sentence. For example: 1. i like to dance. 2. June and i had fun. 3. Andy, Joe, and i laughed.	Teacher-made worksheets Word cards Storage envelopes
Write simple sentences containing "I" on individual word cards. Keep the sentence cards in envelopes. Have the children take turns rearranging the words to make sense. Have the sentence copied.	
Have each child write a story in the first person (for example: I wish ....., When I grow up....., I love to .....). Check for correct capitalization of the word I.	

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization of proper names of people, months and days of the week.

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Having reviewed and practiced the capitalization of proper names of people, months and the days of the week, the student will capitalize these words in a group of 15 sentences with 80% accuracy.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. The children will list by name people in their family, six people on their bus, three of their friends, three television personalities and the President of the United States. Check on proper spelling and capital letters. 2. Write invitations to people for an imaginary party. Include names, the day of the party and the month and date of the party. 3. Provide a paper listing various special events related to annual holidays. To which month do they belong? Have the child copy the correct month on a line after the holiday. 4. At the end of each week day, have the children each write a sentence about something they did. (example: On Monday, I painted a picture in Art.) At the end of the week, gather these sentences together and have the children correct each others sentences. 5. Provide papers with improper capitalization of people's names, days and months. Have the children try to hunt out the errors.	Teacher made worksheets Invitations (Bought or student made)

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization of names of streets, towns, cities and states

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Having reviewed capitalization rules for the names of streets, towns, cities and states, the student will be able to write his or her address correctly.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
List several names of streets, towns and states on the board, incorrectly capitalized. Ask for volunteers to tell if each is a street, town or state name and to come to the board to write the name correctly. Have the children complete a list of the various states their family may have visited or lived in. Provide each child with a labeled map of the U.S. and have him color the states he or she has listed. Provide a town map (with street names) and/or a state map or make up maps for the children to examine. Ask questions about the locations of various things (eg. library, firehouse) and have the children write down the answers. Collect addresses from letter envelopes, newspaper advertisements. Review the capitalization rules. Have the children make up addresses for businesses or imaginary families.	Teacher made worksheets Maps Envelopes, newspapers

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Use of Period

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Having reviewed telling sentences, the student will correctly complete a telling sentence with a period with 80% accuracy.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Construct written dialogues. Asign students to read the lines of conversation. When each player says a line, the class should determine the correct mark to end the sentence. Provide a paper with various sentences, both complete and incomplete. Instruct the students to put periods at the end of those thoughts that are complete telling sentences. Read a passage without regard for periods. Read it again using punctuation cues. Discuss the difference between the two readings. Then work with short paragraphs, having the children insert periods where needed. "Test" these by reading them aloud.	Teacher made worksheets

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PROGRAM AREA Basic English **GRADE LEVEL** 2 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Punctuation **TOPIC** Punctuation Marks (Recognition of)
(Unit)

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Given the names and descriptions of the punctuation marks that follow, the student will be able to name and differentiate between the punctuation marks in a given written passage.

The marks presented should include:

period	(.)	semi-colon	(;)	exclamation point	(!)
comma	(,)	apostrophe	(')	dash	(-)
colon	(:)	question mark	(?)	quotation marks	(" ")

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Given a written passage (On the board or a worksheet), the children look for punctuation marks and mark them in specified ways (for example: circle all periods in red, underline all question marks in green, etc. For any and all writing lessons, discuss and differentiate between the various punctuation marks. Ask, "How many periods do you see? Where are they?" Have children name the marks as they are pointed out by the teacher. Talk about the reasons why a particular mark is used. Have the children play "teacher". Provide several reading selections without punctuation marks. Have the children insert marks where they belong. Have the passages read aloud, using the marks for speaking cues.	Teacher made worksheets

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Pronouns

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Having introduced pronouns as words that can take the place of nouns, the student will be able to substitute the proper pronoun for a designated noun in a sentence.*

For example: Alice likes to sing.
She likes to sing.

(*Pronouns should include: I, me, it, he, she, him, her, we, us, they, them, their, this, that, your).

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Given sentences orally, the children practice exchanging nouns and pronouns while keeping the sentence's intent clear. Play games on the board with pronoun substitution. How far can you take it? For example: The bike is Mary's. It is Mary's. It is hers. Provide worksheets with short paragraphs and underlined pronouns. Have the children designate who or what the pronoun is standing for. For example: Betsy saw Ellen. Betsy called to her. Betsy called to _____. Jack (Ellen) Betsy	Teacher made worksheets

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PROGRAM AREA Basic English **GRADE LEVEL** 2 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Nouns, Verbs and Adjectives (Review)

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Having reviewed the definitions of nouns, verbs and adjectives, the student can categorize a group of words under these three headings with 80% accuracy.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Using word cards, the childre n sort the words into groups of things, groups telling what someone is doing, and groups that tell about things. Building sentences. The children change the meaning of a sentence by changing a noun, verb or adjective. Encourage several variations on each sentence. Example: The <u>man</u> is lost. The <u>woman</u> is lost. The <u>woman</u> is tall. Given a group of sentences, the children can circle the nouns, underline the verbs and box the adjectives. Given several nouns, verbs and adjectives, the children can construct sentences for each one.	Teacher made worksheets Word Cards

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Adjectives

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Having introduced an adjective as a word that can tell what things are like (a describing word), the student will select appropriate adjectives to complete sentences about a given object.

For example: The ice cream was _____.
I would like some _____ milk.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Play riddle games. Reinforce that the clues are describing the thing you are thinking about. Provide pictures. Have the children list as many appropriate adjectives as they can below each picture. Play a team game. Divide the class into 2 or 3 teams. Hold up an object. For each true statement that a team makes telling about an object, the team gets a point. Go in order, with each team member making an original contribution. Play an association game. Mention an object and have the children brainstorm on words that can describe it. Concentrate on words, not phrases.	Magazines Teacher made worksheets Objects to be described.

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PROGRAM AREA Basic English **GRADE LEVEL** 2 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Verbs

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recogniz[illegible]tegories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Having introduced a verb as a word that tells what someone is doing (an action word), the student will be able to complete a one-subject thought with one action word.

For example: Dad _____. (drinks, runs, plays eats)
Bob _____. (digs, looks, rests)

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Game - play "Simple Simon" to reinforce the idea of action words. Use pictures to encourage discussion. Ask what specific people are doing. List these action words. Keep a class list of verbs. Extend the definition of action words to include actions we may not see as easily (sleep, look, feel, love, rest) Have the children cut out magazine pictures of people doing things. Mount the pictures or collect them in a book. Have the children write an action word for each picture. Provide worksheets containing sentences with action words missing. Have the children fill in the spaces with action words that might make sense. Encourage variety. Play pantomime games. Can you guess what the person is doing?	Magazines Magazine pictures Teacher made worksheets

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PROGRAM AREA Basic English **GRADE LEVEL** 2 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Nouns

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Given the definition of nouns as words that name things, the student will be able to circle the nouns in a group of simple sentences.

Example: Her skates went fast.
Her hat was big.
His car was small.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
GAME: 1. The teacher points to objects around the room and asks someone to bring them to her without saying exactly what she wants. For example, she may point to a box of crayons and say, "Bobby, would you please bring me the mmm-mmm?" Play with several objects. Reinforce the idea that having names for things can help us understand each other better. 2. Provide pictures of things easily recognizable to the children. Have them label these things. ("What word names each picture?"). Have the children use each of the naming words in one or more sentences. 3. Keep a list of words that name things on a bulletin board. Have each child add a new word to this list every day. Encourage naming words that are unusual to help expand the childrens' vocabularies. 4. Read and write riddles that name things. Can they guess?	Pictures of "things" (easily recognizable) Word cards that name things List of nouns Pictures where words naming things can be listed and the child finds the things Teacher made worksheets

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Introduction to Homonyms (Words that are spelled alike but have different meanings).

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After being introduced to the concept of homonyms, the student will be able to use homonym pairs in sentences which reflect the ir different meanings. For example:

The bat had large wings.
The bat broke when Luke hit the ball.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Make a list of words which have different meanings in context. For each, have the children create defining sentences. Display this work. 2. Phonics Is Fun, Book 2 (Modern Curriculum Press), pg. 155, 156, 157. 3. Provide a paper with incomplete sentences. Have the children select the correct homonym for that sentence. For example: 1. Gum costs one _____. (cent, sent) 2. Dad _____ Tim wanted a bike (knew, new) 4. Provide practice using which relates homonyms to cartoons depicting the word's meaning. These are excellent aides.	Teacher-made worksheets Phonics is Fun, Book 2 (Modern Curriculum Press)

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Introduction to Synonyms

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: The student will be able to correctly identify words with similar meanings.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	**USE**
1. Draw a smiling face and a frowning face on the board. Identify the expressions, then have the children brainstorm on the ways each face may be feeling (eg. glad, happy, joyful and sad, hurt, miserable).	Teacher made worksheets Word cards Phonics is Fun, Book 2 (Modern Curriculum Press)
2. Given groups of three words, the children will identify the two that have the closest meaning and draw a picture for that pair. For example: auto car wheel hat cake cap up stair step	
3. Provide a worksheet of sentences in which one word is underlined. After each sentence, there are two words in parentheses. Have the children recopy each sentence, substituting each underlined word with a synonym from the parentheses. For example: 1. Brent felt ill. (sick, happy) 2. He made a funny noise. (hat, sound)	
4. Play matching games using synonyms either aloud or on worksheets.	
5. See Phonics is Fun, Book 2 (Modern Curriculum Press) pg. 151, 152.	

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PROGRAM AREA Basic English GRADE LEVEL 2 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Use of Comparative Word Forms (-er,-est)

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: In comparing objects, the student will practice the use of -er when comparing two and the use of -est when comparing three or more.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	**USE**
1. Collect groups of objects. Describe particular attributes of each group using the -er, -est forms. Ask students to pick up or point out the object that matches your description. (eg. "Here are three chairs. This one is small, but this one next to it is smaller. This last chair is the smallest of all.")	Groups of similar objects Teacher made worksheets Phonics is Fun, Book 2 (Modern Curriculum Press) or any second grade phonics textbook
2. Practice using the -er, -est forms by associating images and words. For example, write the words dark, darker and darkest on the board. Brainstorm as a group on things that would fit into each category to make the comparison more real to the student.	
3. Complete comparative sentences - a. Ann is fast, but _____ is faster. b. That pencil is thin, but _____ is thinner c. _____ is the hottest thing I can think of.	
4. See Phonics is Fun, Book 2 (Modern curriculum Press) pg. 115-116.	

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Apostrophe

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having reviewed the use of an apostrophe, the student will correctly punctuate contractions and possessives of nouns. A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Make a long list of contractions, side by side with their expanded forms. Have the students work in pairs, writing sentences using contractions. Have students write down ten (10) word groups in which the singular noun must be made possessive by adding an apostrophe "s" after it. The students will then tell how each noun shows ownership. eg. the girl 's bag my brother 's tie	Chalkboard Teacher made ditto master

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Comma

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having reviewed the purpose of a comma, the student will demonstrate correct use of it in the following situations:

to separate date of month and year
words in a series
names of city and state

A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
a) Write three (3) sentences on chalkboard including in each a list of things, omitting the commas. Have students read them aloud. Sounding out the sentences will assist the students when copying the sentences on paper inserting the commas in their proper places. b) Write ten (10) return addresses (omitting commas) on board. Have class copy down each and insert the commas when necessary - between city, states and day of month, year.	Chalkboard New Directions in English pg. 180, 205

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Quotation Marks

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Given three paragraphs in which conversation is included, the student will identify the quotation marks and recite the exact words quoted.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Give each student one magazine page on which conversation is stated. With a red crayon, the student will circle the exact words quoted. After reading through a paragraph denoting conversation, the student will place quotation marks around the exact words spoken.	Magazines Red crayons Teacher made ditto master

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PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Exclamation Mark

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Given a sheet of paper with twenty (20) sentences on it, the student will select which ones are of an exclamatory nature and complete each sentence with an exclamation mark. A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Write three (3) sentences on the board. Have the students say aloud each sentence in two ways - as it would sound with a period, and then with an exclamation point. Stress the fact that exclamation marks should be used only when a strong feeling is expressed. Divide the class into two groups. One group will make up sentences requiring exclamation marks. The second group will act out a surprise situation in which one or several of the sentences occur.	Chalkboard

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After learning that a person's initials are always capitalized, the student will select from a list of twenty-five (25) full names, the initials of each and rewrite them with capitals. A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
The students will orally say each others initials, after which they will write down on paper each person's initials in the classroom - remembering to capitalize each one and follow each with a period. On a sheet pf peper with two columns, the student will match the full name of a person with his or her initials.	Chalkboard Paper

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Period

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Given a group of declarative sentences, abbreviations and initials standing for a person's name, the student will correctly place a period after each. A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
a) Write on the board a paragraph with unpunctuated declarative sentences. Have students take turns reading ezch complete thought and placing the period in its appropriate place. b) Duplicate a crossword puzzle sheet for each student. The across and down numbers will indicate various titles, measurements, states, etc. The student will fill in the matching abbreviation corresponding to each number remembering to place a period after each.	Teacher made crossword puzzle master Chalkboard

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Question Mark

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Given a list of twenty (20) interrogative sentences, the student will correctly place a question mark at the end. At least sixteen (16) correct will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Pair the students. One student in each pair will write two telling sentences (ending in a period) - and written - eg. I am glad. The other student will change the same sentences into asking sentences (ending with a question mark) eg. I am glad? The students will then switch roles. Make up punctuation mark cards, single words and phrase cards. Place felt on back of each. Have students place any words or phrase combinations on the flannel board to make up asking sentences - always remembering to place a question mark card at the end.	Writing paper Punctuation marks cards Single words and phrase cards Flannel board Felt

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English **GRADE LEVEL** 3 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Nouns

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Given a list of twenty (20) sentences, the student will correctly identify all the singular and plural nouns naming a person, place, thing or idea in each sentence. A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Given ten (10) sentences, the student will underline each singular or plural noun found in each. The animals ran across the road. Given a list of twenty-five (25) singular nouns, the student will write the plural form of each. book -- books spot -- spots	Teacher made ditto masters Teacher made transparency Chalkboard

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PROGRAM AREA Basic English **GRADE LEVEL** 3 **SCHOOL** New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC (Unit)** Adjectives

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Given twenty (20) nouns, the student will place an adjective in front of each, describing the nouns. A score of 80% or better indicates competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Given ten (10) simple sentences, the student will make each grow by adding adjectives to describe the noun in each one. The student will write five (5) sentences in which adjectives are used between the noun marker and the noun.	Teacher made ditto master Chalkboard

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Types of Sentences

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of twenty-five (25) sentences, the student will correctly identify telling, asking, demanding and exclamatory sentences. A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
The student will copy from the board a variety of ten (10) sentences, after which proper identification of each will be noted. From a can filled with sentences that are not punctuated at the end, each student will pick one, read it aloud and state what type of sentence it is.	Can filled with sentences Writing paper Chalkboard Pencils

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Alphabetizing

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Having reviewed alphabetizing by first, second and third letters, each student will correctly alphabetize a list of twenty (20) words by the second letters. A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Each student will be given tagboard on which five words are written. The words are to be numbered in alphabetical order. After completion, each student will orally share the work with the class. Prepare seventy-five (75) cards on which a word is written on each. Place felt behind each one. Each student will randomly select three cards and place them in alphabetical order on the flannel board.	Tagboard Felt Flannel board

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC Paragraphs
(Unit)

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: While glancing over a written page, the student will identify paragraphs, noting their beginnings and endings. At least three out of five paragraphs correctly recognized will denote competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Each student is given a page from a magazine with much writing on it. Each will cut out as many complete paragraphs that he or she can identify. When orally reading from a textbook, Weekly Reader, etc, ask each student to read one paragraph. Note if he or she knows where to begin and end.	Old Magazines Scissors Textbooks Student periodicals

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC Irregular Plural Form
(Unit)

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of ten (10) irregular singular nouns, the student will write the corresponding plural form. eg. ox - oxen
mouse - mice

A score of 80% or better will indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Word bingo - game cards will have plural forms - caller will say singular form, players will place marker on corresponding plural form -- include regular and irregular forms.	Bingo game cards and markers
The student will match a singular word card with its corresponding plural word card.	Singular and plural noun cards

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Dictionary Usage - Pronunciation Keys

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of ten (10) words, the student will correctly locate each in the dictionary (or glossary), using guide words, pronunciation key, and knowing how to select appropriate definitions. Competency is indicated when at least eight (8) words are located.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Given ten (10) words from a particular week's spelling list, the student will locate each one in a dictionary, writing down at least one definition. Write three sentences on the board underlining one word in each. Have the class locate the underlined word in the dictionary, use the pronunciation key to assist in correct pronunciation and have the appropriate definition given as it is used in the sentence.	Dictionary Chalkboard

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PROGRAM AREA Basic English GRADE LEVEL 3 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Usage - Proofreading

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Given a list of twenty (20) sentences, the student will proofread them correcting all usage errors. At least sixteen (16) properly corrected sentences will indicate competency.

COMPETENCIES: To understand and utilize language mechanics grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Given ten (10) sentences with double negatives, the student will rewrite each one correctly. Each student will write a paragraph about a specified topic. Class will exchange papers and each student will check the paragraph for inconsistent verb tense, double negatives and any other grammatical error by circling each and confering this information to the peer.	Teacher made ditto master Red pencils Paper

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Hyphen

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After explaining how people are related to each other through marriages have the children copy sentences from the blackboard containing references to in-law relatives. They will then write correctly 9 of 10 sentences containing in-law references. They will write correctly 9 of 10 sentences. Also 9 of 10 correct when breaking a word at end of sentence line and separating numbers under 100.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
List all kinds of relatives some people have on blackboard and put hyphen in words where appropriate.	1. Blackboard
Have children write sentences using hyphen between relatives and certain special word pairs at board and on paper.	2. Paper, pencil, blackboard
Have children write words for numbers between 20 and 99 and put a hyphen between each pair.	3. Paper, pencil
Have children write words, compound words and larger 2,3,4 syllable words as if they would be breaking them for sentences at end of line.	4. Paper
Have pupils correct paragraph containing mistakes for all mentioned hyphen uses.	5. Sheet, pencil

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Colon

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having the children categorize different items, places, famous people and each other with groups having certain attributes, they will write sentences listing members of the groups and using a colon to separate the items from the main descriptive part of the sentence. They will write correctly 9 of 10 sentences. Also 9 of 10 with "times". (3:30)

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have children list things into categories - TV shows, movie stars, etc. and then write a sentence using them as examples in list form.	1. Paper, blackboard, pencil
List 20 times from clock on paper and have children put colon where appropriate.	2. Sheet, pencil
Have children correct a paragraph containing mistakes of colon usage.	3. Sheet,pencil

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization - Proper Nouns - Brand Names

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having the students bring in boxes, cans and containers from products instruct them that all brand names begin with capital letters, except in exception situations. They will then make up, create, 20 items giving them brand names beginning each with a capital letter.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have children each bring in a box or container of a product and list all brand names on board circling all capital letters.	1. Products, blackboard
Have children write sentences including brand names correctly.	2. Paper, pencil
Have children make up a product a crazy one and give it a whacky name. Make container and color.	3. Paper, crayons, pencils

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization - Proper Nouns - Streets, Avenues, Roads, etc.

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having the children look at maps on the wall and in atlases they will correctly write the names of streets, avenues, roads, circles, blvd., drives, etc., beginning each word with a capital letter, 9 of 10 times or 18 of 20 examples.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Using maps of cities have pupils copy names of streets, avenues, etc. into lists.	1. Map of city, paper
2. Make large paper city and town maps and give roads proper names.	2. Paper, crayons, pencils
3. Look at newspapers and magazines; products, cereal boxes and find streets, roads, etc. in the addresses.	3. Newspapers, magazines, products, paper, pencil
4. Have students walk around school area and copy all street, avenue, etc. names. (if appropriate)	4. Paper, pencil
5. List all addresses of children in class and put into categories.	5. Blackboard, paper, pencil

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC Capitalization - Proper Nouns - Cities and States
(Unit)

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having the children look at maps on the wall and in atlases they will correctly write the names of cities and states, beginning each word with a capital letter, 9 of 10 times or 18 of 20 examples.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have children using maps in small groups list many cities and states with capital letters.	1. Maps, paper
Have children write sentences using cities and states in them correctly.	2. Paper, pencil
Have children write their address and a friend's address using correct city and state.	3. Paper, pencil

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization - Greeting in a Friendly Letter

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having reviewed the five parts of a friendly letter, heading, greeting, body, closing and signature, the children will be instructed to capitalize the first word and following name. They will then write correctly 9 of 10 letter greetings and finally correctly write a short friendly letter, including a greeting to the teacher.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Teacher ditto of letter to the children and they circle all capitals and discuss greeting.	1. Sheet
Children write a friendly letter using all 5 parts, especially the greeting, to a friend in the class and actually mail letter.	2. Paper, envelope, stamp
Have sheet with letter with mistakes in capitalizations and have pupils correct.	3. Sheet

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization - Proper Nouns - Places

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having the children look at maps on the wall and in atlases they will correctly write the names of countries, oceans and continents, beginning each word with a capital letter, 9 of 10 times or 18 of 20 examples.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have many maps and children in small groups, copy names of countries, oceans, and continents down and observe that all are capitalized.	1. Maps, paper, Atlases
Make sheet or map with mistakes on proper nouns to be fixed, corrected by pupils.	2. Sheet
Make lists of categories of proper nouns - Oceans; Countries; and the Continents	3. Paper and maps

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization in a Direct Quotation

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having the children write down the exact words of the teacher and reading direct quotations in their language arts English book the children will be able to write the exact words a person speaks, beginning the first word with a capital letter and enclosing all within quotation marks. They will correctly write 9 of 10 quotations.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Teacher says short sentences to the class and they copy exactly within quotation marks.	1. Paper, pencil
2. English book will be used for reading and copying of direct quotations.	2. English textbook, paper, pencil
3. Pair children and have each interview the other and take down exact quoted sentences; write as a newspaper article.	3. Paper, pencil
4. Check newspapers and magazines for direct quotations as examples.	4. Newspapers and magazines

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Irregular Verbs - Tenses

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: After having reviewed the category of regular verbs of action the children will be instructed in the past, present and future tenses of verbs and how some verbs change spelling and form when tense is changed. They will be able to write correctly 9 of 10 times the past, present and future of irregular verbs, in list form, made by the teacher.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Verbs - Being; "to be" - Is, Are, Was, Were

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: After having the pupils review regular action verbs and their functions they will be instructed in the word category of "Verbs of Being - Non Action Verbs". They will be able to circle correctly 9 of 10 times the "Be Verb" in sentences made by the teacher. They will also be able to choose correctly 9 of 10 times the choice of "Be Verb" appropriate to the agreement of the noun or pronoun number in the sentence.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Have the pupils write short sentences using only "Be Verbs" as the verb in the sentences. "Is, Are, Was, Were"	1. Paper, pencil
2. Have the children write sentences in the past and present tense using only "Be Verbs".	2. Paper, pencil
3. Have pupils circle all "Be Verbs" in a paragraph and discuss tense and number (noun referent).	3. Teacher made or book or ditto paragraph, newspaper, etc.
4. Have the children fill in the blank in sentences with different noun number and choose the correct "Be Verb" and appropriate tense.	4. Teacher sheet, blackboard

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Articles - A and An; The - (Limiting Adjectives)

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: The children will be able to circle correctly 9 of 10 times the appropriate article as to number and vowel beginning of words in sentences made by the teacher.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Have the children separate nouns as to their beginning letter either vowel or consonant. Then have them write sentences using "a" or "an" with the appropriate nouns.	1. Teacher list, sheets, blackboard
2. Have the children make, write, noun phrases by using "a, an, the" with a list of singular, plural and proper nouns.	2. Sheets, paper, pencil
3. Using a story or group of paragraphs and leaving all nouns out have the children insert nouns from teacher-made noun pool. Make sure there are many limiting articles - a, an, the, in story.	3. Sheet, paper, blackboard

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Adjective and Adverb Forms - Irregular

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After having the children review the two english word categories - adjectives as noun describers and adverbs as verb describers, the children will be instructed in the different forms some adjectives and adverbs have. Endings er, est, ly; using "more" or "most" and different word choices and spellings when comparing things in sentences. The children will be able to circle correctly 9 of 10 times the answer in agreement with the noun or number of the sentence comparison in sentences given by the teacher.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Have the children write comparisons using root, -er, -est words - (eg.) big, bigger, biggest, from teacher made list.	1. Paper, pencil
2. Have the children circle the correct word(s) in irregular usage sentences of the type where - er and est can't be used, "more or most" will be used with adjectives and adverbs.	2. Blackboard, sheets
3. Have children circle or write the correct word when irregular adjectives must be used - (eg.) bad, worse, worst; in comparison sentences.	3. Sheets, blackboard
4. Have students write sentences using adverbs with - ly endings to modify verbs in sentences.	4. Teacher lists, sheets, blackboard

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Pronouns - Case Forms and Agreement

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After having the children review the category of english words - pronouns as noun substitutes, they will be able to circle correctly the word that agrees with the pronoun. They will circle one of two possible choices 9 of 10 times correctly in sentences given by the instructor. Don't-Doesn't, Let-Leave, Learn-Teach, Lay-Leave and May and Can will be instructed as to meaning and will be used along with verbs and "Be" verbs as choices.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Have the children substitute pronouns for nouns in teacher made sentences.	1. Blackboard, sheets
2. Have the pupils circle the correct verb phrase for specific pronouns - singular and plural.	2. Blackboard, sheets
3. Have pupils circle the correct usuage of specific words - Don't, Doesn't, Let, Leave, Learn, Teacher, May, Can, Wasn't, Weren't for appropriate pronouns.	3. Sheets, blackboard

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Sentence Parts - Verb Phrase

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After having reviewed the categories of english words - verbs, "being" verbs, tenses, adverbs and participles, the children will be able to circle and label the verb and helping words as the verb phrase 9 of 10 times in sentences provided by the instructor.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Have the children combine verbs of being with regular and irregular action verbs from lists given by teacher into verb phrases.	1. Blackboard, paper, sheets, pencil
2. Have the pupils circle the verbs of being and regular or irregular action verbs as the verb phrase and label it as such.	2. Blackboard, sheets, pencil
3. After reviewing adverb functions, have the children write or circle verbs with appropriate adverbs as verb phrases and label accordingly.	3. Sheets, paper, blackboard
4. Have the students write complete sentences from a given list of verb phrases.	4. Sheet or blackboard

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Sentence Parts - Noun Phrase

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After having reviewed the categories of english words - nouns, limiting adjectives, pronouns and articles, the children will be able to circle and label the combinations of these with the main noun as the noun phrase correctly 9 of 10 times in sentences provided by the instructor.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Have the children write a list of noun phrases made from teacher lists of limiting adjectives and regular and proper nouns.	1. Paper, blackboard, pencil
2. Have the pupils circle the subject noun and any limiting adjective as the noun phrase and label it as such.	2. Paper, pencil, blackboard, sheets
3. Give the pupils noun phrases and have them write complete sentences.	3. Blackboard, sheets

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PROGRAM AREA Basic English GRADE LEVEL 4 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Sentence Patterns: Noun-Verb; Noun-Verb-Noun; Noun-BeVerb-Noun; Noun-BeVerb-Adjective

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After having reviewed the categorization of words in English - Nouns, Verbs, Verbs of Being and Adjectives, the students will be able to circle and label the appropriate words within the sentences containing specific patterns. They will circle all of the nouns, verbs, "be" verbs and adjectives and label them correctly 9 of 10 times. They will also be able to write five sentences correctly for each sentence pattern.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
1. Teacher will write easy to harder sentences appropriate for patterns on blackboard and children will copy and substitute nouns, verbs, adjectives, and make up their own sentences for patterns.	1. Blackboard, paper, pencil
2. Have children make lists of nouns, verbs and adjectives and use them in blanks in sentences on board or sheet.	2. Blackboard, sheet
3. Have children label nouns, adjectives and verbs of sentences in English book or on board.	3. Books, blackboard, paper
4. Have pupils write creative stories - paragraphs using all of the mentioned patterns and labeling the specific words.	4. Paper, pencil

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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Commas

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Having worked with commas to set off "Yes" and "No", direct address of person, and quotation from the rest of the sentence, each student must write a dialog with 3 people demonstrating skills learned. There must be at least 10 good sentences.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Listen to the conversation before the class or lesson begins. Copy some of the sentences down to illustrate the above points. Discuss the reasons for the commas with the class.	Macmillan English Teacher and student made dittoes

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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC Capitilization
(Unit)

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: With the emphasis being placed on proper adjectives and names of specific organizations, each student must proofread a report with 20 mistakes. At least 16 mistakes must be found and corrected and no more than 2 extraneous capitals made.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Using a world map choose several countries. With these as examples, discuss these countries owning or having things, i.e., Canadian money, Russian people, American newspapers.	Teacher made dittoes

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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitilization

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Having reviewed capital letters for names of rivers, oceans, canals, mountains, buildings, schools, and parks each student must be able to creatively name and correctly label 10 pictures of such with 80% accuracy using written forms.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Show the students a map and have them list the items on the map. Then give names to each item using capital letters. Discuss the difference between proper nouns and common nouns.	Macmillan English Scott, Foresman & Co. Language & How We Use It. Teacher made transparencies " " dittoes.

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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Form Letters

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Having discussed the necessity and form of business letters emphasizing capitals and punctuation such as commas and colon, each student must compose an authenic letter with no more than 3 mistakes in capitals or punctuations in form.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Ask the students how they would get information for a specific item or subject. Put on the overhead a business letter form. Discuss each area separately. Provide addresses for any information that might interest students.	World Almanac Dynamite Hot Stuff Catalog Teacher made transparencies Writing paper Pens Envelopes

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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Apostrophe

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After reviewing apostrophes in possessive nouns (regular & irregular) and contractions, a student must correctly place apostrophes in 10 given sentences with an accuracy of 80% or better.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Select several students and ask each one to show something that belongs to him or her. Write a sentence stating the possession of each student. Using newspapers or magazines have children find apostrophes and explain why they are there. Put some sentences on the board such as "I am going to the play," or "He is a good friend". Discuss the words "I am" and "He is" and how they could be combined.	MacMillan English Page 52-53 & 240-241 Scott, Foresman & Co. Language & How To Use It. Page 103-105; L.A. with series teacher made dittoes

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English **GRADE LEVEL** 5 **SCHOOL** Nev Hope-Solebury Elementary

SUBJECT AREA Parts of Speech **TOPIC** (Unit) Irregular Verb

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Having worked with irregular verbs such as lay-lie, set-sit, give, be, write, grow, know, throw, blow, fly, go, see, do, come, take, catch, begin, drink, bring, buy, and ring, a student must be able to use the correct form in a fill-in-the-blank story with 80% accuracy.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Write the following riddles on board; Another way to say "to start" is to say _____(begin); If I pay for something, I _____ it. (buy); It rhymes with live and begins like give _____(give); The opposite of stop is _____(go). Have students make up sentences using different forms of these. Go on to discussion other verbs. Play "Verb Bingo"	Macmillan English Page 86 S.F.M. Language & How To Use It Page 53-54, 86 " " " " " record & dittoes teacher made dittoes &"Verb Bingo" game.

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PROGRAM AREA Basic English **GRADE LEVEL** 5 **SCHOOL** New Hope-Solebury Elementary

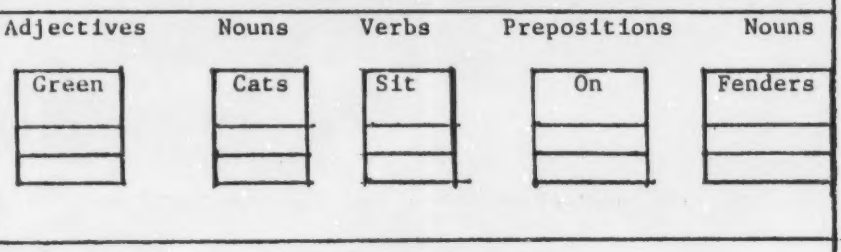
SUBJECT AREA Parts of Speech **TOPIC** (Unit) Nouns, Pronouns, Adverbs, Verbs, Prepositions

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: Having reviewed nouns, pronouns, adjectives, and verbs and introduced prepositions, each student must correctly identify 40 out of 50 words from a list.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Using transparencies of sentences with and without prepositions, disucss uses for them. Make a list of prepositions. Make a flip book using adjectives, nouns, verbs, prepositions.	Macmillan English Scott, Foresman, & Co. Language etc. Parts of Speech Bingo Teacher made transparencies



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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Negatives

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: While working with double negatives and redundancies, the student will be exposed to alternate ways of correcting these common errors. Each student must give a two minute speech without these commonly made errors.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Write the following poem on the board: He didn't eat his dinner, No, he wouldn't even try. And I never ate my dinner Because I ate pie. Discuss the underlined words, Define the word negative. Give an example of 2 in a sentence and explain why it is not right.	Houghton Mifflin Company: Language for Meaning. Teacher made dittoes.

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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Presentation

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After working on making and giving short presentations, each student must research, make note cards and give a 5 minute speech on a topic of his (her) choice. He (she) will be grade on voice level, expression (body, eye contact), and content.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have each student prepare & present a 1 minute pantomine. Have each student prepare, illustrate (or use props) and recite a poem or story of his (her) choice. The presentation must be at least 1½ minutes long. Have each student prepare and present directions to the class for making or doing something or playing a game. Let each student choose of special topic to cover for his (her) research.	Scott, Foresman Harcourt, Brace Jovanovich Language for Daily Use

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PROGRAM AREA Basic English GRADE LEVEL 5 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) Composition

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES:
When given the topics of tall tales and myths, a student must be able to write one of each using correct punctuation, verb agreement and clear sentences. The student must have at least 10 sentences in each assignment.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Read and discuss at least 2 of each type of story. Have each student find one of each to prepare for the rest of the class. Prepare by making a report, telling it or reading it to the class or make a picture or a diarama for the group. Listen to one on a record.	Harcourt, Brace & Javonovich Language for Daily Use Scott, Foresman, & Co. and records Films

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Semicolon

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: After having introduced how a semicolon may take the place of a comma and a coordinating conjunction in a compound sentence, and its use in joining two sentences when the second is introduced by a sentence connector, the student should be able to punctuate 8 out of 10 pair of sentences using the semicolon correctly.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Since different authors and different publishing houses have varying preferences about the conventions of punctuation, it would seem best to use one text.	Language and How To Use It Scott, Foresman & Co. (Book 6)

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Comma

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: The student will be able to use a comma correctly to set off dependent clauses and phrases preceding the main clause.

To indicate mastery, in 8 out of 10 sentences, the student will be able to rewrite each complex sentence by moving the subordinating conjunction plus the sentence it introduces to the beginning of the sentence using commas correctly

Example: They will call us if the delivery truck arrives,
If the delivery truck arrives, they will call us.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have children puncutate sentences written on the chalkboard. Using the overhead projector and transparencies with complex sentences written on them; have the children reword the sentence and tell where the comma would go.	Text - Language & How To Use It (Book 6) Scott, Foresman & Co. and its Activities Book (excellent coverage and extension sentences Teacher made transparencies for the overhead projector.

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Comma

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other form of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: The student will be able to use a comma correctly in a compound sentence to set off independent clauses joined by such conjunctions as "and" and "but" if a change of subject takes place.

For mastery, the student will transform 8 out of 10 pairs of sentences into compound sentences by using an appropriate conjunction and putting the comma in the proper place.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Teacher reads compound sentences to students and have them identify where commas should be placed. Cartooning a compound sentence (2 pictures) and writing correctly what it is underneath.	Textbook, Language & How To Use It (book 6) Scott, Foresman & Co. (1973) Page 92-94 Teacher and commercial made dittos.

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Colon

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: Having reviewed the use of a colon in a business letter and between the numerals that tell the hour and those that tell the minutes, and having introduced the colon used before a list of things, the student will be able to proofread a business letter inserting the necessary colons.

This is a part of a larger evaluation on punctuation. Percentage of mastery will depend on the overall test.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Visit the school office and observe the secretaries working. Be a secretary and "take a letter". (Dictation drill) Write a business letter on your own stating a list of items you want. Examine forms used by mail order firms.	Tape recorder Mail order catalogues Plain paper for stationery

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Punctuation TOPIC (Unit) Capitalization

PROGRAM OBJECTIVES: The program is designed to develop basic punctuation skills in grades 1 through 6. As a result of the instruction, each student must be able to proof-read his or her written material for capitalization, and all other forms of punctuation included in this program.

INSTRUCTIONAL OBJECTIVES: The student will be able to capitalize and abbreviate correctly titles of respect, honor or rank in a given list. A score of 80% or better will indicate mastery.
Having reviewed the use of capitals in names of countries and continents, the student will be able to write capitalize correctly 25 out of 30 homes as they are used in a paragraph. A score of 80% or better will indicate competency.
The student will be able to capitalize nouns which designate geographic portions of the country in 10 given senetnces. A score of 80% or better will indicate competency.
Given a list of 10 important historical periods or events, the student will capitalize correctly 8 or more of them to indicate competency.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Match pictures of well known people with their titles. (Example - Martin Luther King - Dr. Jimmy Carter - Pres. Teacher made ditto - A Shorter Way Read the following sentences. Find the abbreviation of each underlined word in the list at the bottom of the page. Write the correct abbreviation above each underlined word. Creative activity - Have the children draw an imaginery continent or continents and label countries. Write a paragraph for each country describing the people and their customs. Have the students collect stamps from foreign countries, or those that have a stamp collection may bring them to school Save travel articles from newspaper. The children will familiar themselves with the regions of the U.S. by looking through reference & library books. They can do a report on a geographical region. Students may start a picture collection of various regions of the U.S. (Calendars and advertisements are useful). Design a travel poster and put an appropriate title on it. Oral discussion on historical events. Small groups may research events and collaborate on a presentation or report. Make a pictorial time line. Read and share books that pertain to a particular historical period. (great for literature!)	A collection of pictures or photos of prominent people or people in the news who have titles of respect, honor or rank. Teacher made dittos using abbreviations for titles of respect, honor or rank. Wall maps and/or globes Newspapers (Especially travel section) Enclyclopedias Stamp collections Library reference books Maps Films (I.U.) Game of the States Ditto sheets Overhead projector Books Mural paper

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Conjunctions

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: After having reviewed the coordinating conjunctions, and introduced and reviewed the subordinating conjunctions (if, as, since, until, when, while, after, unless, although, because) the student will be able to write complex sentences using 8 out of the 10 subordinate conjunction correctly.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Teacher and class should work together orally or specific pages in the text since there is a clear cut grammatical difference between sentences joined by coordination and those joined by subordination.	Text - Activity Book

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Coordinating Conjunction nor

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: After having reviewed the 6 coordinating conjunctions (and,but,for,) and introduced the 7th, nor, the student will be able to transform 8 out 10 pairs of sentences into compound sentences using the conjunction nor, correctly.

Ex. Ed hasn't arrived
He hasn't called us
Ed hasn't arrived, nor has he called us,

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Teacher made ditto sheets where the student has to re-write pairs of sentences using the conjunction nor. Orally have children give negative sentences and then reword them using nor.	Teacher made ditto sheets Text Activities book

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Parts of Speech TOPIC (Unit) Conjunctions

PROGRAM OBJECTIVES: The program is designed to develop an understanding of the basic parts of speech. As a result of the instruction, the student will be able to recognize categories of words included in this program.

INSTRUCTIONAL OBJECTIVES: After having introduced and reviewed the coordinating conjunctions. (and, but, or, for, yet and so) the student will be able to transform 8 out of 10 pairs of sentences into compound sentences by using an appropriate conjunction. The sky is cloudy,
The sun may shine.
The sky is cloudy, yet the sun may shine.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have students orally recite simple sentences, and then transform into a compound sentences by using a coordinative, conjunctions. List the coordinating conjunctions on the board and have the children write compound senetnces using them.	Chalkboard Overhead projector for teacher made transparencies. Text

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit)

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: Having reviewed the 3 principal parts of verbs, the student will be able to use the correct form of the verb in 16 out of 20 sentences to indicate mastery.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Dividing the paper in thirds, the student will list as many known verbs as possible in the 1st. column. In the 2nd column write the past tense verbs, and in the 3rd column, the past particple. Using a section of a newspaper, the student will scan the paper for verbs and list them according to their tense on a sheet of paper. Synonym Search - Take a verb and all its forms and see how many synonyms could be used in place of that verb.	Newspapers Dictionary

BUCKS COUNTY INTERMEDIATE UNIT #22
PROJECT 81 CONSORTIUM

PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit) _____

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After reviewing subjective, objective, and possissive pronouns in both their singular and plural forms, the student will be able to use the correct pronoun in 8 out of 10 sentences.

Example - the letter is for Jim and _____.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Make a chart of the subjective, objective and possessive pronouns. Memorize forms Mimic teacher or student as sentence is read Using a cartoon, write out what is happening without using dialogue.	Ditto papers with paragraphs where the student has to put the correct pronouns in place of each noun. Comic Strips

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PROGRAM AREA Basic English GRADE LEVEL 6 SCHOOL New Hope-Solebury Elementary

SUBJECT AREA Grammar TOPIC (Unit)

PROGRAM OBJECTIVES: The program is designed to establish and develop basic writing skills in grades 1 through 6. As a result of the instruction, the students will be expected to write a 200 word composition using a variety of sentence structures, agreement of tenses, and appropriate paragraphing of ideas. The students will be expected to proof-read his or her work for spelling and punctuation.

INSTRUCTIONAL OBJECTIVES: After having studied and reviewed the 73 degrees of comparison, (positive, comparative and superlative) the student will be able to show mastery by putting the correct adjective or adverbs in 8 out of 10 sentences.

COMPETENCIES: To understand and utilize language mechanics, grammatical skills and patterns in order to use the English language effectively.

TEACHING ACTIVITIES	LEARNING MATERIALS
DO	USE
Have pictures where objects can be comapred (Example - houses, flowers, people, cars etc.) Students write comparative sentences. Write descriptive paragraphs comparing two similiar things. Given a list of adjectives, the student will look them up and write down the comparative and superlative forms. If forms are not given, student should leave blank, but be ready to tell why.	Magazines for pictures Dictionary